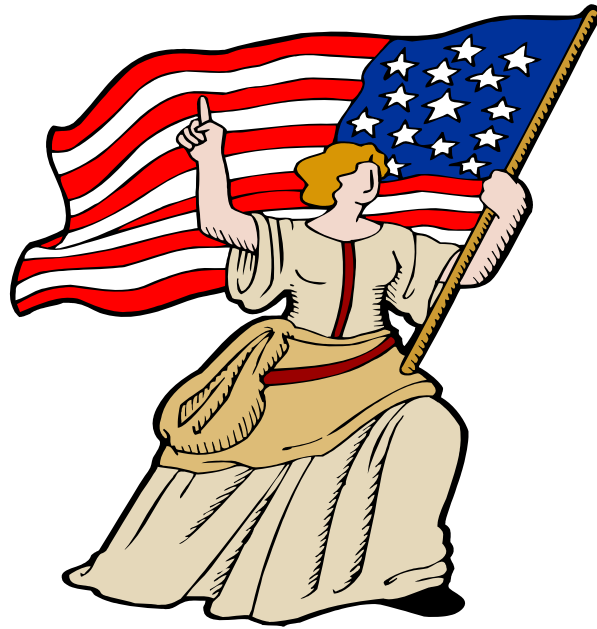


# Idella Bodie's

## South Carolina Women Series

### Teacher's Guide



# **Idella Bodie's South Carolina Women Series**

***An instructional television series  
produced by  
Instructional Television,  
South Carolina Department of Education  
and ETV in SC  
(Equal Opportunity Employers)***

***"The Story of Grace and Rachel Martin"***

***"The Story of Emily Geiger"***

Executive Producers: Linda DuRant and Bette Jamison

Director: Pat Henry

Videographer: Mark Adams

***"Mary Chesnut's Diaries"***

Executive Producers: Linda DuRant and Bette Jamison

Director: Pat Henry

Videographers: Xavier Blake and Lynn Cornfoot

***"The Story of the Grimke' Sisters"***

Executive Producers: Bette Jamison and Ken DeBerry

Producer/Director: Pat Henry

Videographers: Xavier Blake and Lynn Cornfoot

***"The Story of Mary McLeod Bethune"***

***"The Story of Modjeska Simkins"***

***"The Story of Mary Gordon Ellis"***

Executive Producers: Bette Jamison and Ken DeBerry

Producer/Director/Editor: Pat Henry

Videographer: Mark Adams

***"The Story of Dr. Wil Lou Gray"***

Executive Producers: Bette Jamison and Ken DeBerry

Producer/Director/Editor: Pat Henry

Videographer: Mark Adams and Mike Miller

**A production of ITV with SCETV  
2007/2008/2009/2010**

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**Personnel Director, 1429 Senate Street, Columbia, SC 29201, 803-734-8505**

# Idella Bodie's South Carolina Women Series

Produced by ITV and ETV and directed by ETV's Pat Henry, the stories in this series are being adapted with permission and input from author Idella Bodie. The series is a dramatization of the stories from her book South Carolina Women. **Idella Bodie's South Carolina Women** series features stories about heroines in our state's history. Each dramatization tells the story of women who have shaped South Carolina history and politics. From the Revolutionary War through modern times, the programs are a testament of the bravery and sacrifices of women who risked their own lives to help South Carolina.

## Guide Components:

- Description of Programs
- Quotes and/or Facts (for some programs)
- Vocabulary (should be reviewed prior to viewing program)
- Classroom Activities
- South Carolina Curriculum Standards
- Selected Internet Resources
- Selected Literature

## Grade Level:

Recommended to support the South Carolina Social Studies Academic Standards in grades 3-8, the programs are also suitable for use in grades 3-12.

## ***“The Story of Grace and Rachel Martin”***

Taking place during the Revolutionary War, Grace and Rachel Martin are two sisters-in-laws living alone in the South Carolina backcountry while their husbands are away at war. A British Courier with important papers from the King regarding troop locations and battles stops at the Martin home. Grace and Rachel Martin feed the British Courier and question him concerning his mission. Determined to assist their husbands and the Patriots, the women grill the Courier to get as much information from him in an unsuspecting manner.

Grace and Rachel Martin concoct a plan to intercept the British Courier and take his important papers. Dressed as colonial men, Grace and Rachel accost the Courier and recover the papers. Fearing recognition, they retreat to their home and put away all of the men's clothing. To their dismay, the British Courier returns to inform them of the treasonous act of document theft. Because Grace and Rachel are women, they are not suspected of involvement. Grace and Rachel Martin risked their lives and reputations to support the Patriots of the Revolutionary War demonstrating the bravery and sacrifices of women who helped the cause.

The drama, taped on location with historical costumes and artifacts, takes place in the cabin considered to be the oldest frontier house still standing in South Carolina.

### **Vocabulary:**

**American Revolution** – war between England and America for America's freedom from British rule

**British** – characteristic of Great Britain, England or the British Empire

**Colonists** – original settler or founder of a colony

**Courier** – messenger, one on official business

**Loyalist** – one who maintained loyalty to the King; a Tory

**Treason** – violation of allegiance toward one's country, the betrayal of one's own country



## ***"The Story of Emily Geiger"***

In June of 1781, Emily Geiger, a young girl from a wealthy farming family in Newberry County, wished that she were able to fight in the Revolutionary War like a man. Striving to do her part to assist the Patriots in the war, Emily tries her best to convince General Nathaneal Greene that she is an excellent rider and has the ability to deliver an important message to General Thomas Sumter. Although reluctant to allow Emily to participate in such a dangerous mission, General Greene realizes that she is the only hope for a message to get through to Sumter.

General Greene had received word that the British army was divided between Charleston and the interior of South Carolina. With his troops at the fork of the Enoree and Broad Rivers and General Sumter camped at Wateree, this was an ideal time to strike. In order to accomplish this goal, a message needed to travel across two rivers, streams and British troops, Emily Geiger volunteered.

Near Fort Granby, Lord Rawdon's men captured Emily. For a young woman to be riding in difficult terrain at night, Emily Geiger was suspected of being a spy. Questioned by Lord Rawdon, Emily was sent away under guard until a woman could be found to search her. Knowing that General Greene's message would be found, Emily proceeded to eat the message piece by piece. When the laundress arrived to search her, Emily pretended to sob in order to finish eating the message. Her distasteful feat finished, the laundress was unable to find any reason to retain Emily any longer.

Emily Geiger continued on her treacherous journey until she reached her goal. Emily verbally delivered the important message to General Thomas Sumter himself. Success at the Battle of Eutaw Springs can in large part be attributed to a young lady from Newberry County who had the courage to assist her country, Emily Geiger.

If you examine the seal of the state of South Carolina, a young lady holding a laurel branch is noted. History reveals that the young lady in the South Carolina State Seal is Emily Geiger.

### **Vocabulary:**

**American Revolution** – war between England and America for America's freedom from British rule

**British** – characteristic of Great Britain, England or the British Empire

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**Courier** – messenger, one on official business

**Loyalist** – one who maintained loyalty to the King; a Tory

**Treason** – violation of allegiance toward one's country, the betrayal of one's own country



## ***“The Story of Mary Chesnut”***

The Civil War was a cruel war tearing families apart by their belief in the Union or Secession. Brother fought against brother, father against son, and state against state. Born into an influential home, Mary Boykin Chesnut experienced first hand the events of the Civil War as she moved in the social circle of the time. Because of her husband, she had access to the news of the war. From 1861-1865, Mary recorded her experiences journaling every day. Her compiled writings became A Diary from Dixie.

South Carolina became the first state to secede from the Union on December 20, 1860. The first shots were fired on Fort Sumter on April 8, 1861 by Mary's husband, Colonel Chesnut. Fort Sumter surrendered.

On June 27, 1861, the President of the Confederacy, Jefferson Davis, visited Mary Chesnut. Supporting the cause of the Confederacy, women were called into service to care for the wounded, provide shelter when possible, and assist by knitting socks and garments for the Confederate soldiers. Although war was at hand, social functions continued as a distraction from the horrors of the time. Mary continued to write about the news of the time from the events of the war to the social distractions of the era.

Death and destruction were everywhere. On June 9, 1862, Mary Boykin Chesnut was notified by telegram of the death of her husband, General James Chesnut. Her life was never the same. To alleviate her own troubles, she assisted and comforted wives, sisters, and daughters who also felt the sting of death. By 1862, the Confederacy was suffering from numerous defeats and losses.

Word of Union troops led by William Tecumseh Sherman storming through the South burning and destroying everything in sight led Mayor T. J. Goodwyn, Columbia's mayor, to surrender the city. Nevertheless, Columbia was burned anyway. Mary's household was forced to flee. The decision to save or destroy her diary was a difficult one as she realized the consequences of either choice. After burning several journal entries, Mary decided to save her work. She later rewrote the destroyed entries.

Mary Boykin Chesnut's diary is valued as the most accurate picture of what really happened during the era of the Confederacy. Expected to win the fight based on activity, energy and enthusiasm, the South underestimated the difficulties ahead. A vivid picture of a time that no longer exists, Mary Chesnut's words brought together people and events that changed a nation. Her journal provided the most accurate picture of what really happened; a tale of survival, hope and heartache.

In 1865, South Carolina lay in ruins, from the burnt ashes South Carolina rose again to become an essential part of the United States. Mary Boykin Chesnut died on November 22, 1866, a South Carolina heroine for writing and keeping her diary of our Southern heritage.

## Facts:

- South Carolina was known as “the Cradle of Secession” because of starting the war by firing on Fort Sumter and being the first state to secede from the Union on December 20, 1860.
- One New York regiment had 30 school teachers serving.
- An estimated 300 women disguised themselves as men and fought in battle.
- Both North and South offered potential recruits money for enlisting. Some men signed up then deserted to enlist again. One man repeated the process 32 times before being caught.
- Disease was the number one killer of soldiers in the Civil War.
- In the Peninsular campaign, 5,000 wounded were cared for by 1 doctor and 5 hospital stewards.
- 80% of the wounds were caused by a single shot muzzle rifle.
- The muzzle rifle could be loaded at a rate of 3 times a minute and its range was 1,000 yards.
- More Americans were wounded at the Battle of Shiloh than in all previous American wars combined.
- 7,000 soldiers were wounded in 20 minutes in the battle at Cold Harbor, Virginia.
- The largest group of soldiers was 21 years old or younger.
- 300 soldiers were age 13 or under.
- 25 soldiers were age 10 or under.
- Most served as drummer boys.
- Another unexplained occurrence...Major McCook died July 21, 1863. His son, Robert, was killed on July 21, 1862. His youngest son, Charles, was killed on July 21, 1861.
- Bloodiest Battles of Civil War:
  - Gettysburg (3 days) – 51,116 casualties
  - Antietam (1 day) – 22,726 casualties
  - Seven Day Battle – 36,463 casualties
- During Pickett’s charge at the Battle of Gettysburg, artillery fire could be heard over 100 miles away.
- An estimated 180,000 African-Americans served in the Union Army. By 1865, there were more African-Americans in the Union Army than there were in the Confederate army.
- There were 239 raids, skirmishes, and battles fought in South Carolina during the Civil War.
- During the battle of Antietam, Clara Barton was tending a wounded soldier so close to the fighting that a bullet went through her sleeve and killed her patient.
- “I’m going to march to Richmond...and when I go through South Carolina it will be one of the most horrible things in the history of the world. The devil himself couldn’t restrain my men in that state.” -- William Tecumseh Sherman
- By the end of the Civil War, every state fighting, except South Carolina, had sent regiments to fight for the North.
- “...that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, government of the people, by the people, for the people shall not perish from the earth.” President Abraham Lincoln

## **Vocabulary:**

**Confederacy** – a union of persons, parties, or states; the Southern states

**Militia** – a citizen army; not part of a regular army

**Patriot** – a person who loves, supports, and defends his country

**Union** – the act of uniting; the United States of America





## ***“The Story of the Grimke’ Sisters”***

***The Story of the Grimke’ Sisters*** profiles two sisters who grew up in Charleston in the early 1800’s. Two of fourteen children of the well-to-do Grimke’ family, Sarah and Angelina were part of the privileged aristocratic Southern culture. Judge Grimke’, their father, was a prominent figure in South Carolina legal circles as well as owner of a large Southern plantation with many slaves.

Sarah witnessed at an early age the horrors of slave punishment losing her own best friend and personal slave to death at the hands of the slave master. Never the same, Sarah lived her life fighting for equal rights for all people. The dramatization follows Sarah’s life as she becomes conscious of major differences in the rights of women and slaves. Bright and accomplished, Sarah was not allowed to further her studies in the field of law because she was a woman. Her crusade for equal rights led her to the Quakers of Philadelphia.

As Godmother to her younger sister, Sarah’s influence clearly impacted Angelina’s belief in equal rights for all. Angelina Grimke’ was the first woman to speak to a legislative body in the United States. Active in human rights efforts for all people, the Grimke’ sisters were true South Carolina heroines risking their lives for the rights of all people. The two sisters changed the course of history in both South Carolina and the United States of America.

### **Facts:**

- “I can hardly express the deep and solemn interest with which I have viewed the violent proceedings...This is a cause with dying for.” Angelina Grimke’
- Sarah was the 6<sup>th</sup> child out of the 14 Grimke’ children. Angelina was the youngest.
- Feeling lonely and different from other family members, Sarah welcomed the birth of her new baby sister, Angelina. Angelina became Sarah’s closest sibling. The only other sibling Sarah felt close to was her brother Thomas.
- Sarah enjoyed studying the law with her brother Thomas. She dreamed of pursuing a college education. Only Thomas encouraged her in this dream.
- Sarah became more determined to follow her heart than the rules of the house.
- “After being gone for many months in Pennsylvania, when I went back it seemed as if the sight of (the slaves’) condition was insupportable, it burst the mind with new horror.” Sarah Grimke’
- Angelina was the first woman to speak to a legislative body in The United States.
- Sarah Grimke wrote... “All I ask of our brethren is that they will take their feet from off our necks and permit us to stand upright on the ground which God intended us to occupy.”
- Angelina Grimke’ wrote... “Whatever is morally right for a man to do, it is morally right for a woman to do. I recognize no rights but human rights. I know nothing of men’s rights and women’s rights.”

## Vocabulary:

**Abolish** – to do away with

**Abolition** – the termination of slavery in the United States

**Abolitionist** – one who works to terminate slavery in the United States

**Equal rights** – having the same value and rights as another

**Emancipation** – to free from oppression, bondage, or restraint; liberate

**Human rights** – characteristic of mankind and the rights of all people

**Law** – a rule established by authority, society, or custom; the body or system of such rules

**Lawyer** – one whose profession is to give legal advice and assistance to clients in court or in other legal matters

**Slave** – one bound in servitude to a person or household as an instrument of labor

**Slavery** – bondage to a master or household

**Underground Railroad** – a secret network of cooperation aiding fugitive slaves in reaching sanctuary in the free states



## ***“The Story of Mary McLeod Bethune”***

**Mary Jane McLeod** was born a sharecropper's daughter on July 10, 1875 in Mayesville, South Carolina near Sumter. One of seventeen children, Mary worked in the fields with her brothers and sisters. Mary was different than most children because she possessed a strong desire to learn to read which neither her parents nor siblings could do. Yearning to be educated, Mary worked hard in the field part of the year and walked miles to Trinity Mission School four months of the year. Miss Emma Wilson, her teacher, recommended that she further her education on scholarship to Scotia Seminary in Concord, North Carolina. Learning to read and write had opened doors for Mary that few young black women of her generation were able to walk through. Mary continued her education at Moody Bible Institute.

Upon graduation, Mary briefly joined her former teacher, Miss Wilson, instructing young black women. Mary married Albertus Bethune and moved to Daytona Beach in 1904 opening her own school. Her one room school became the Daytona Normal and Industrial School for Negro Girls which taught reading, writing as well as home economics skills. Although her marriage did not last, Mary and Albertus had one son who also attended Mary's school. Her desire to educate those excluded from the educational process continued as her school grew merging with Cookman Institute, a school for boys in 1923. The merged schools became Bethune-Cookman College located in Daytona Beach where it continues in operation today.

Mary McLeod Bethune was active in the fight against racism and served under several Presidents. In 1936, she was appointed by President Roosevelt as the director of the National Youth Administration's Division of Negro Affairs. She also founded the National Council of Negro Women and was an active member of the National Association of Colored Women. Mary McLeod Bethune died in 1955 leaving a legacy of educational opportunity for all people. In 1985, Bethune was recognized as one of the most influential African American women in the country with a postage stamp issued in her honor as well as a statue erected in a park in Washington, D.C. Mary McLeod Bethune was a true South Carolina heroine in the fight for education for all.

### **Quotes:**

"I found myself yearning for the things that were provided for the white children with whom I had to chop cotton every day..."

*"Put that down...you can't read* fired a determination in me to learn to read."

"I was called from the farm field and asked if I would like to go to Scotia. I pulled my cotton sack off, got down on my knees, and thanked God for the chance that had come."

"It was the first time I had had a chance to know white people. They had a mixed faculty at Scotia."

"This married life was not intended to impede things that I had in mind to do."

"The whole world opened to me when I learned to read."

## Facts:

- Mary McLeod was born on July 10, 1875 at her parents' home, The Homestead.
- The new one room school house was called the Trinity Mission School.
- Scotia Seminary is located 25 miles north of Charlotte.
- Mary was an instructor alongside Emma Jane Wilson.
- Mary and Albertus Bethune decide to live in Florida.
- Though the Bethunes were successful in opening the school, the marriage failed. They never divorced. Albertus moved back to South Carolina while Mary lived in Florida. They had one son, who attended her school. Mary began with 5 students and hoped more would attend.
- Mary McLeod Bethune was the first African-American woman to be honored with a statue on public park land in Washington, D.C.
- Mrs. Roosevelt broke a segregation law so that Mary could sit with her at a public conference.

## Vocabulary:

**Boarding House** – A house that provides food and lodging

**Commemorate** – to honor the memory of

**Doubting Thomas** – one who is habitually doubtful

**Fret** – to cause to be uneasy

**Hankering** – to have a longing, crave

**Ignorance** – without education or knowledge

**Kerosene** – a thin oil distilled from petroleum; used as a fuel

**Knowledge** – understanding gained through experience or study

**Obstacle** – one that opposes, stands in the way of, holds up progress

**Rural** – of or pertaining to the country; rustic

**Sharecropper** – a tenant farmer who gives a share of his crop to the landlord in lieu of rent

**Taunt** – to deride or reproach with contempt; mock; jeer at

**Threaten** – to express a threat against; to endanger

**Utensils** – an instrument used in a kitchen; silverware

**Yearn** – to have a strong or deep desire; be filled with longing



## ***“The Story of Dr. Wil Lou Gray”***

Wil Lou Gray was born to a family of means in Laurens, South Carolina. At a young age, tragedy struck her family with the death of her mother leaving a life-long impact. Her mother instilled in Wil Lou the responsibility of assisting those less fortunate than she. The program follows her from her youth through her graduation from Columbia College then her first teaching position in a one room schoolhouse.

The reenactment tells the story of Dr. Wil Lou Gray’s commitment to educating illiterate adults and children. Depicting Dr. Gray’s struggle to get funding through the Legislature, the program illustrates the impoverished life of working people in rural communities. Through her dedication to improving the lives of those less fortunate, Dr. Gray’s impact on the inception of adult education in our state was extraordinary culminating in the establishment of The South Carolina Opportunity School which was later renamed The Wil Lou Gray Opportunity School.

Through interviews taped with Dr. Gray by ETV in the 1980’s, we hear in Dr. Gray’s own words her passion to help others learn while we learn about what life was like during the early 1900’s for many South Carolinians. Dr. Wil Lou Gray was truly a South Carolina heroine who showed the courage to help others better themselves.

### **Vocabulary:**

**Duty** – an act or work or service

**Funding** – to provide money

**Graduate** – to be granted a degree or diploma

**Hired Help** – to pay a person for a service

**Illiterate** – unable to read or write

**Kin** – family, one’s relatives

**Literate** – able to read or write

**Luxuries** – something that costs a lot of money for fun or comfort

**Mill** – a building with machinery; factory

**Opportunity** – to get a chance to advance; to do well

**Poverty** – to be poor

**Privy** – an outhouse; an outside bathroom

**Rural** - country

**Sassing** – back-talking; to talk back

**Society** – the rich, privileged

**Talent** – a special ability

**Telegraph** – a machine used to send messages by wire

**Unique** – one of a kind



## ***“The Story of Modjeska Simkins”***

Modjeska Monteith Simkins grew up in the south during a difficult period in our country's social and cultural history. The daughter of a brick mason whose father was white and mother African-American, Modjeska discovered early in life the inequality of our society. Because Modjeska's family was considered privileged, she was able to attend college and become a teacher. Although Modjeska had the benefit of an education, she learned to fight for equality in education for all. All citizens should have an equal opportunity, education and services.

Modjeska married into wealth; however, she continued her fight against ignorance and inequality. “Separate but equal” schools were not equal in education and she set out to prove it by spearheading the lawsuit against Clarendon County Schools. Although the lawsuit was not won, it later became part of the famous lawsuit, Brown vs. Board of Education which was key to bringing about equality in education for everyone.

Modjeska Monteith Simkins fought her entire life for the civil liberties of all without consideration for race or beliefs. A true South Carolina heroine in the fight for equality for all, Modjeska Monteith Simkins took the plight of the poor and disadvantaged all the way to the Supreme Court. She believed that education was the key to helping a person reach their dreams for a better future.

### **Vocabulary:**

**Abandon** – leave place because of danger; leave somebody behind

**Career** – long-term or lifelong job

**Communist** – a supporter of Communism or a member of an organization that supports or practices Communism

**Coward** – somebody lacking courage

**Dawdle** – move slowly

**Fired** – dismiss somebody from work

**Half-breed** – born to parents of different races

**Inequality** – lack of equal treatment; unequal opportunity

**Inequity** – lack of fairness or justice, unfair

**Ignorance** – lack of knowledge or education

**Inhuman** – very cruel, unfeeling

**Injustice** – unfair treatment

**Innocent** – not guilty of a crime or offense

**Intolerance** – refusal to accept differences

**Loyalty** – a feeling of devotion, duty

**Lynching** – murder, usually by hanging

**NAACP** - National Association for the Advancement of Colored People organization

**Self-defense** – defend oneself from attack

**Tuberculosis** – an infectious disease that affects the lungs

**Widower** – a man whose wife has died



## ***“The Story of Mary Gordon Ellis”***

In the 1900's, Mary Gordon Ellis fought the stereotype of women in the workforce. Well-educated and professional, Mary Gordon Ellis worked in positions that were predominantly male dominated. As superintendent of the Jasper County School District, Mary Gordon Ellis' goal was to provide an equal education for all students. Superintendent Ellis made many decisions and changes that were not appreciated by a portion of her constituency and was terminated by the senator from Jasper County. Having a heart for all people of Jasper County, Mary Gordon Ellis filed to run for the South Carolina Senate.

After a difficult election, Mary Gordon Ellis was elected to the South Carolina Legislature. She fought the norm by taking on the South Carolina General Assembly. Her election and subsequent service would forever change politics in South Carolina as the first female to be elected to the South Carolina Legislature.

Because of her stand for education and good ideas, Mary Gordon Ellis won the next election by a wide margin. During her third campaign, she was diagnosed with ovarian cancer. Losing her battle with cancer at the age of 44, Mary Gordon Ellis led the way for other women to serve in the South Carolina Legislature, a true South Carolina heroine.

### **Vocabulary:**

**Abandoned** – leave somebody behind

**Campaign** – vote seeking activities

**Candidate** – someone who is being considered for a political office

**Confidential** – private or secret

**Decades** – groups of ten years

**Election** – event at which people vote

**Filed** – submit name to be a candidate

**Fired** – dismiss someone from work

**Immoral** – dishonest; not moral

**Opinion** - belief

**Outsiders** – somebody who does not belong

**Politics** – activities associated with government

**Prove** – turn out to be something; establish truth

**Superintendent** – someone in charge of a school district

**Supervisor** – someone in charge

**Term** –period of time something lasts

**Terminated** – fire someone



# Classroom Activities

Activities should be simplified or enriched based on the developmental level of the students. Portions of all activities can be utilized with elementary, middle and high school students.

## Related to the study of the American Revolutionary War

1. Research: Individual students or small groups. Students use a variety of research materials to create a short presentation about a South Carolinian who played a significant role in the American Revolution explaining why the person was important to the state and nation. Reports should be presented to the class or larger group.
2. Character Education: After researching a South Carolinian who played a significant role in the Revolutionary War, the students should list the qualities that enabled them to achieve their goals and the obstacles they faced. A class listing of qualities should be combined in order to compare frequency of similar qualities.
3. Bulletin Board: Create a class bulletin board of "Who's Who in the Southern Campaign of the American Revolutionary War."
4. Compare and Contrast Historical Perspective: Compare and contrast the physical appearance, furnishings and "appliances" in the home of the Revolutionary War period with today's home. Which time period would you rather live in and why? Explain.
5. Biographies: Select from the listing below a famous woman who played an important role in the Revolutionary War. Design a biography of the woman as a report or display.

Abigail Adams

Mary Chestnut

Margaret Corbin

Emily Geiger

Nancy Morgan Hart

Grace and Rachel Martin

Molly McCauley

Rebecca Motte

Betsy Ross

Deborah Sampson

Nancy Ward

Martha Washington

Phillis Wheatley

6. Analysis: Analyze the character of the British Courier. What did he do to jeopardize his mission of delivering papers to the King's army? If you were in his position, what would you have done differently? Explain.
7. Compare and Contrast: Compare Emily Geiger's role as courier with the British soldier's role as a courier. What were the similarities and differences in what each did?
8. Reconstruction: After viewing the program, describe the plan you would have designed to confiscate the British Courier's papers. What similarities and differences did you note to Grace and Rachel Martin's plan?



9. Design of State Seal: Through research and drawings, explain the components of the South Carolina State Seal. Display in the classroom or hall.
10. Field Trip: Take a trip to the Cayce Historical Museum or other local museum with Revolutionary War artifacts. Cayce Historical Museum, City of Cayce Municipal Complex, 1800 12<sup>th</sup> Street, Cayce, South Carolina 29033.

### **Related to the study of the War Between the States/American Civil War**

11. Research: Individual students or small groups. Students use a variety of research materials to create a short presentation about a South Carolinian who played a significant role in the War Between the States explaining why the person was important to the Confederacy. Reports should be presented to the class or a group.
12. Character Education: After researching a South Carolinian who played a significant role in the War Between the States, the students should list the qualities that enabled them to achieve their goals and the obstacles they faced. A class listing of qualities should be combined in order to compare frequency of similar qualities.
13. Bulletin Board: Create a class bulletin board of "Who's Who in the Confederacy."
14. Compare and Contrast Historical Perspective: Compare and contrast the physical appearance, furnishings and "appliances" in a plantation home during the War Between the States with today's home. Which time period would you rather live in and why? Explain.
15. Biographies: Select from the listing below a famous woman who played an important role in the War Between the States or Civil War. Design a biography of the woman as a report or display.

Clara Barton  
Mary Boykin Chesnut  
Pauline Cushman  
Varnia (Jefferson) Davis  
Dorothea Lynde Dix  
Rose O'Neal Greenhow

Mary Todd Lincoln  
Elizabeth Cady Stanton  
Harriet Beecher Stowe  
Dr. Mary Edwards Walker  
Antonia Ford Willard

16. Analysis: What risks did Mary Boykin Chesnut face by continuing to document events during the War Between the States? What consequences might be involved if her writings had been discovered by the enemy?
17. Field Trip: Take a trip to the South Carolina Confederate Relic Room and Military Museum or other local museum with Confederate relics. South Carolina Confederate Relic Room and Military Museum, 310 Gervais Street, Columbia, SC 29201 (located in the same building as the SC State Museum).
18. Field Trip: Take a trip to the South Carolina State Capitol Building to view the location of the cannonballs that were fired at the State House by Sherman's men. South Carolina State Capitol Building, 1101 Gervais Street, Columbia, SC 29201.

## **Related to the study of the abolition of slavery and equal rights for all**

Although these are different types of movements, many of the people and concepts overlap in their search for human rights for all.

19. Biographies: Select from the listing below a famous person who played an important role in the abolition of slavery. Design a biography of the individual as a report or display.

Anthony Burns  
Lydia Maria Child  
Frederick Douglass  
William Lloyd Garrison  
Sarah and Angelina Grimke'  
Julia Ward Howe  
Samuel J. May

Lucretia Mott  
Wendell Phillips  
William Seward  
Harriet Beecher Stowe  
Arthur and Lewis Tappan  
Sojourner Truth  
Theodore Dwight Weld

20. Compare and Contrast Historical Perspective: Compare and contrast the life of a slave on a Southern plantation with a Northern free man. Discuss in class.
21. Research: Individual students or small groups. With each topic, list the facts about the document and the impact that it had on The United States at the time.

Fugitive Slave Law from the Missouri Compromise of 1820  
Compromise of 1850  
Gag Rule  
Underground Railroad  
Bill of Rights

22. Research: When did President Lincoln free the slaves? What impact did the Emancipation Proclamation have on the North and the South?
23. Analysis: Why did the Wilmot Proviso threaten to fuel sectional tensions in Congress? How might such a bill have either caused or created an imbalance of power in Congress?
24. Debate: Debate the conflicting role of women in the 1800's. How did the attitudes toward women impact social, culture and historical perspectives of that time.
25. Biographies: Select from the listing below a famous person who played an important role in the fight for equal rights. What contributions did she make to the equal rights movement for women? How did her contribution impact our life today?

Susan B. Anthony  
Martha Moore Ballard  
Elizabeth Blackwell  
Matilda Joslyn Gage  
Angelina Grimke'

Julia Ward Howe  
Anne Hutchinson  
Lucretia Mott  
Elizabeth Cady Stanton  
Mercy Otis Warren

## **Related to the study Mary McLeod Bethune**

26. Research: Individual students or small groups. Students utilize a variety of research materials to create a short presentation about the different stages of Mary McLeod Bethune's life: as a child living in Mayesville, as a young lady going to college, as an educator, and as an important figure in the process of equality for all. Explain why Mary was important to the state and nation. Reports should be presented to the class or larger group.
27. Character Education: After researching Mary McLeod Bethune, the students should list the qualities that enabled her to achieve her goals as well as the obstacles she faced. Compare Mary McLeod Bethune with one of today's leaders in education.
28. Bulletin Board: Create a class bulletin board of Mary McLeod Bethune's life.
29. Compare and Contrast: Compare and contrast the physical appearance, both inside and out, of Mary McLeod Bethune's first school and your school today. Which time period would you rather live in and why? Explain.
30. Analysis: What risks did Mary McLeod Bethune face by starting a school for African American girls? What consequences might have occurred in this process?
31. Design Postage Stamp: Just as Mary McLeod Bethune had a United States postage stamp commemorating her life, design a stamp commemorating the life of a special woman in your life. Display on school bulletin board.
32. Debate the conflicting roles of African American women in the early 1900's. How did the attitudes toward African American women impact social, culture and historical perspectives of that time?
33. Map Skills: Locate Mayesville on a South Carolina state map. Create driving directions from your school to Mayesville, South Carolina.
34. Field Trip: Take a trip to the South Carolina State Museum to visit the African American History Collection or other local museum with African American History artifacts. South Carolina State Museum, 301 Gervais Street, Columbia, SC 29201.  
**[http://www.museum.state.sc.us/collections/african\\_american.aspx](http://www.museum.state.sc.us/collections/african_american.aspx)**

## **Related to the study Dr. Wil Lou Gray**

35. Research: Individual students or small groups. Students utilize a variety of research materials to create a short presentation about the different stages of Wil Lou Gray's life; as a child living in Laurens, as a young lady going to college, as a young lady teaching in a one room schoolhouse, as a young woman working with adult education and as the person helping to start the South Carolina Opportunity School later named for Dr. Wil Lou Gray.
36. Character Education: After researching Dr. Wil lou Gray, the students should list the qualities that enabled her to achieve her goals as well as the obstacles she faced. Compare Dr. Wil Lou Gray with one of today's leaders in education.

37. Bulletin Board: Create a class bulletin board of Wil Lou Gray's life.
38. Compare and Contrast: Compare and contrast the physical appearance, both inside and out, of Wil Lou Gray's first school and your school today. Which school would you rather go to for your education and why? Explain.
39. Analysis: Why was it so difficult to get adults educated? How did an education impact their family and communities?
40. Debate: Debate the community conflict of educating adults. Why was there disagreement over educating illiterate adults in rural communities?
41. Map Skills: Locate Laurens and the Wil Lou Gray Opportunity School in West Columbia on a South Carolina state map. Create driving directions from Laurens to the school.
42. Research: Class or small group project. Investigate the enrollment application process for the Wil Lou Gray Opportunity School. Who should apply? What educational opportunities are available? What are the requirements of the school? How many students are enrolled? What type of housing is available?
43. Field Trip: Take a field trip to the Wil Lou Gray Opportunity School in West Columbia. School Contact should be made for approval: 803-896-6480, 3300 West Campus Road, West Columbia, SC 29170

### **Related to the study of Modjeska Simkins**

44. Research: Individual or small groups. Students utilize a variety of research materials to create a short presentation about different stages of Modjeska Simkin's life: as a child living in Arkansas and South Carolina, as a young lady going to college, as an important figure in the process of equality for all, and as the leader in the lawsuit against Clarendon County. Explain why Modjeska was important to the state and nation. Reports should be presented to the class or larger group.
45. Character Education: Class Discussion. After researching Modjeska Simkins, the students should list the qualities that enabled her to achieve her goal as a leader in the fight for equality for all. List the many obstacles that Modjeska Simkins had to overcome to pursue her goal.
46. Compare and Contrast: Individual or small groups. Through Internet Websites and Media Center resources, students research and document information on the Clarendon County lawsuit that was spearheaded by Modjeska Monteith Simkins and others for equality in education. Compare information obtained on the Clarendon County lawsuit to the Brown vs. Board of Education lawsuit.
47. Analysis: What risks did Modjeska Monteith Simkins face by fighting for equal rights for all? What consequences might have occurred in this process?

48. Interview: Interview community members that attended different types of schools in the area during the 1950's and 60's to find out what impact the phrase "separate but equal" had on the school system. What differences were found in the physical plant of schools, materials and equipment as well as instructional qualifications of staff? Compare and contrast the differences.
49. Field Trip: Take a field trip to the Modjeska Monteith Simkins House located at 2025 Marion Street, Columbia, South Carolina. Historic Columbia Foundation manages the Modjeska Simkins House and also manages four historic house museums and their associated artifacts, and tells the stories of people, places and progress in Columbia and Richland County. For more information call 803-252-7742 or visit Historic Columbia Foundation's website at **[www.historiccolumbia.org](http://www.historiccolumbia.org)**.

### **Related to the study Mary Gordon Ellis**

50. Research: Individual students or small groups. Students utilize a variety of research materials to create a short presentation about the different stages of Mary Gordon Ellis' life: as an educator, as an important figure in the process of equality for all and as the first woman to be elected to the South Carolina Legislature. Explain why Mary Gordon Ellis was important to the state. Reports should be presented to the class or larger group.
51. Timeline: Bulletin Board. Create a class timeline of Mary Gordon Ellis' life through her service in the South Carolina Legislature. Emphasis should be placed on her achievements during her years of service as an educator and senator.
52. Biography: Select a female serving in the SC State Legislature today to research and present to the class. Identify traits and challenges that are similar to those of Mary Gordon Ellis. Information can be obtained from the South Carolina Legislative Handbook. Link is: **<http://www.scstatehouse.gov/>**
53. Character Education: After researching Mary Gordon Ellis, the students should list the qualities that enabled her to achieve her goals as well as the obstacles she faced. Compare Mary Gordon Ellis with one of today's leaders.
54. Interview: Individual or class project. Students identify a respected individual in the school or community. Students provide questions to interview the leader to gain knowledge of the leader's accomplishments and challenges on their road to success.
55. Field Trip: Take a class field trip to the South Carolina Legislature while in session to watch the legislative activity on the floor. Field trip information is located online at the following link:  
**<http://www.scstatehouse.gov/studentpage/explore/fieldtrip.shtml>**
56. Additional student information: **[www.scstatehouse.gov/studentpage/](http://www.scstatehouse.gov/studentpage/)**

# South Carolina Curriculum Standards

## GRADE 3

### South Carolina Studies

**Standard 3-3:** The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

#### Indicators

3-3.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain. (H, P, G)

**Standard 3-4:** The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina's role in these events.

#### Indicators

3-4.1 Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans. (H, E)

3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life. (H, P, E)

3-4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina. (H, G)

3-4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions. (H, E)

3-4.6 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems. (E, H)

**Standard 3-5:** The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

#### Indicators

3-5.2 Summarize the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole. (H, P, E, G)

3-5.4 Explain the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations. (H, E, G)

- 3-5.6 Summarize the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the acceptance of African Americans' right to vote. (P, H)
- 3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation. (P)

## **GRADE 4**

### **United States Studies to 1865**

**Standard 4-2:** The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

#### **Indicators**

- 4-2.5 Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas. (E, H, G, P)
- 4-2.6 Explain the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages. (H, E)
- 4-2.7 Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E)

**Standard 4-3:** The student will demonstrate an understanding of the conflict between the American colonies and England.

#### **Indicators**

- 4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (*Molly Pitcher*), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)

**Standard 4-4:** The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

#### **Indicators**

- 4-4.3 Explain the role of the Bill of Rights in the ratification of the Constitution, including how the Constitution serves to guarantee the rights of the individual and protect the common good yet also to limit the powers of government. (P, H)
- 4-4.6 Illustrate how the ideals of equality as described in the Declaration of Independence were slow to take hold as evident in the Three-Fifths Compromise and the Fugitive Slave Acts. (P, H)

**Standard 4-5:** The student will demonstrate an understanding of the westward movement and its impact on the institution of slavery.

## **Indicators**

- 4-5.6 Compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among the different groups, and the nature of their daily lives. (H, G, E)
- 4-5.7 Explain how specific legislation and events affected the institution of slavery in the territories, including the Northwest Ordinance of 1787, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision. (H, G)

**Standard 4-6:** The student will demonstrate an understanding of the Civil War and its impact on America.

## **Indicators**

- 4-6.1 Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region. (G, E, H)
- 4-6.2 Summarize the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison. (H, P)
- 4-6.3 Explain how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession. (H, G, E)
- 4-6.4 Summarize significant key battles, strategies, and turning points of the Civil War—including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender at Appomattox—and the role of African Americans in the War. (H, G, E)
- 4-6.5 Compare the roles and accomplishments of key figures of the Civil War, including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee. (H, P)
- 4-6.6 Explain the impact of the Civil War on the nation, including its effects on the physical environment and on the people—soldiers, women, African Americans, and the civilian population of the nation as a whole. (H, P, G, E)

## **GRADE 5**

### **United States Studies: 1865 to the Present**

**Standard 5-1:** The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.

## **Indicators**

- 5-1.1 Summarize the aims of Reconstruction and explain the effects of Abraham Lincoln's assassination on the course of Reconstruction. (P, H, E)
- 5-1.2 Summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities. (P, E, H)



- 5-1.3 Explain the effects of Reconstruction on African Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen's Bureau. (P, G, E, H)
- 5-1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (E, P)
- 5-1.5 Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (P, G, E, H)

**Standard 5-5:** Student will demonstrate understanding of social, economic and political events that influenced the United States during the Cold War era.

### **Indicators**

- 5-5.1 Explain the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X. (P, G, H)

## **GRADE 8**

### **South Carolina: One of the United States**

**Standard 8-1:** The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

### **Indicators**

- 8-1.4 Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)

**Standard 8-2:** The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina's part in the development of that nation.

### **Indicators**

- 8-2.2 Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)
- 8-2.3 Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)
- 8-2.5 Explain the economic and political tensions between the people of the Upcountry and the Lowcountry of South Carolina, including the economic struggles of both groups following the American Revolution, their disagreement over representation in the General Assembly and the location of the new capital city, and the transformation of the state's economy that was caused by the production of cotton and convinced lowcountry men to share power with upcountry men. (H, G, P, E)

**Standard 8-3:** The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

**Indicators**

- 8-3.1 Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin. (H, G, E)
- 8-3.2 Explain the impact of key events leading to South Carolina's secession from the Union, including the nullification crisis and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860. (H, P, G)
- 8-3.3 Draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, including the Denmark Vesey plot, slave codes, and the African American population majority. (H, P, E)
- 8-3.4 Compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union, including concerns about states' rights and fears about abolition. (H, P, G, E)
- 8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state. (H, P, G)
- 8-3.6 Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)

**Standard 8-4:** The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

**Indicators**

- 8-4.1 Explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights. (H, G, P, E)
- 8-4.2 Summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants. (H, P, E)
- 8-4.4 Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education. (H, P, E)

**Standard 8-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

## **Indicators**

8-5.1 Summarize the political, economic, and social conditions in South Carolina following the end of Reconstruction, including the leadership of Wade Hampton and the so-called Bourbons or Redeemers, agricultural depression and struggling industrial development, the impact of the temperance and suffrage movements, the development of the 1895 constitution, and the evolution of race relations and Jim Crow laws. (H, P, E)

**Standard 8-6:** The student will demonstrate an understanding of South Carolina's development during the early twentieth century.

## **Indicators**

8-6.1 Summarize the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women's groups. (H, P, E)

**Standard 8-7:** The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

## **Indicators**

8-7.3 Explain how the increased industrialization and mechanization, the reduction in cotton production, and the emigration of African Americans both resulted from and contributed to agricultural decline in South Carolina. (H, E)

8-7.4 Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. (H, P, E)

## **HIGH SCHOOL CORE AREA**

### **United States History and the Constitution**

**Standard USHC-2:** The student will demonstrate an understanding of the establishment of the United States as a new nation.

## **Indicators**

USHC-2.1 Summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors. (P, H)

USHC-2.2 Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large. (H, P, E)

**Standard USHC-4:** The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

## **Indicators**

- USHC-4.1 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights. (H, P, G)
- USHC-4.2 Explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America. (H, P)
- USHC-4.3 Outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy. (H, G, E, P)
- USHC-4.5 Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation. (H, E, G, P)

**Standard USHC-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

## **Indicators**

- USHC-5.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest. (H, G, E, P)

**Standard USHC-7:** The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

## **Indicators**

- USHC-7.3 Explain the causes and effects of the social conflict and change that took place during the 1920s, including the role of women and their attainment of the right to vote, the "Red Scare" and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial. (H, P)
- USHC-7.5 Compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement. (H, P, E)

**Standard USHC-9:** The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era.

## **Indicators**

USHC-9.1 Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society. (H, E)

## **Economics**

**Standard ECON-4:** The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income.

## **Indicators**

ECON-4.2 Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings. (E)

# Suggested Literature

- Adler, David A. *A Picture Book of Sojourner Truth*. Holiday House; Illustrate edition (September 1, 1996) ISBN: 0823412628. An introduction to the life of the woman born into slavery who became a well-known abolitionist and crusader for the rights of African Americans in the United States. (AD910L)
- Alphin, Elaine Marie. *The Ghost Cadet*. New York: Scholastic, 1992. While visiting his grandmother in Virginia, Benjy meets a Virginia Military Institute cadet who was killed on the Civil War battlefield that he continues to haunt in search of a family heirloom.
- Anderson, LaVere; Hutchinson, William M. *Mary McLeod Bethune*. Illustrated by William M. Hutchinson. Chelsea House Publishers, 1991.
- Ashby, Ruth and Deborah Gore Ohrn, editors. *Her Story: Women Who Changed the World*. New York: 1995.
- Ayres, DaMaris. *Let My People Learn: The Biography of Dr. Wil Lou Gray*. Greenwood, SC: Attic Press, 1988.
- Bartoletti, Susan Campbell. *No Man's Land: A Young Soldier's Story*. New York: Scholastic, 1999. Having been unable to defend his father from a wild alligator, fourteen-year-old Thrasher hopes to prove his manhood by joining the Confederate Army during the Civil War.
- Beatty, Patricia. *Charley Skedaddle*. Mahwah, NJ: Troll Communications, 1988. Twelve-year-old Charley joins the army during the Civil War, and he learns a valuable lesson.
- Beatty, Patricia. *Turn Homeward, Hannalee*. New York: William Morrow, 1999. During the Civil War, twelve-year-old Hannalee is forced to leave her native Georgia to live in Indiana, but she promises her mother that she will return.
- Bethune, Mary McLeod; McCluskey, Audrey Thomas; Smith, Elaine M. *Mary McLeod Bethune: Building a Better World, Essays and Selected Documents*. Social Science, 2002.
- Birney, Catherine H. *The Grimke' Sisters: Sarah and Angelina Grimke', The First American Women Advocates of Abolition and Woman's Rights*.
- Bodie, Idella. *The Secret Message*. South Carolina: Sandlapper Publishing, 1998. In 1781 General Nathanael Greene, commander of the Continental Army in the South, needed to get a message to General Thomas Sumter. As the British army lay between Greene's and Sumter's camps, Emily Geiger rode through the dangerous enemy territory to deliver the message. (NA)
- Bodie, Idella. *Spunky Revolutionary War Heroine*, Sandlapper Publishing, 2000. Laodicea "Dicey" Langston paid close attention to the words and actions of her Tory neighbors. Risking her life, she traveled on foot at night (about ten miles) to deliver a message of impending attack to her brother's Patriot camp. (NA)

- Bodie, Idella. *The Old Wagoner*, Sandlapper Publishing, 2002. Daniel Morgan led a company of militia through numerous battles including Saratoga. But his finest moment was leading the southern Patriot force to a brilliant victory over Banastre Tarleton at Cowpens--using a risky battle plan. (NA)
- Bodie, Idella. *Revolutionary Swamp Fox*, Sandlapper Publishing, 1998. Francis Marion and his band of militiamen fought the British in sneak attacks, and then melted away into the swamps to hide and recover. Marion was the undoubted hero of militia warfare during the Southern Campaign of the American Revolution. (NA)
- Bodie, Idella. *South Carolina Women*, Sandlapper Publishing, 1991. This book is a compilation of the biographies of 51 notable women of the Palmetto State who have made significant contributions in all areas of South Carolina history.
- Boehm, Randolph; Bethune, Mary McLeod; Smith, Elaine M.; Parke, Ann W.; Schipper, Martin Paul. *A Guide to the Microfilm Edition of Mary McLeod Bethune Papers: The Bethune Foundation Collection*. Florida: University Publications of America, 2003.
- Boehm, Randolph; Bethune, Mary McLeod; Smith, Elaine M.; Parke, Ann W.; Schipper, Martin Paul. *A Guide to the Microfilm Edition of Mary McLeod Bethune Papers: The Bethune Foundation Collection*. Florida: University Publications of America, 2003.
- Ceplair, Larry, editor. *The Public Years of Sarah and Angelina Grimke': Selected Writings, 1835-1839*.
- Chappell, Ruth Paterson, and Bess Paterson Shipe. *The Mysterious Tail of a Charleston Cat*. Orangeburg, SC: Sandlapper Publishing, 1997. This book is a tour of Charleston, South Carolina, through the eyes of four cousins who are looking for a missing cat.
- Edgar, Walter. *South Carolina A History*, University of South Carolina Press, 1998. Dr. Walter Edgar's historical reference documents the heroes, heroines and battles of the Revolutionary War to present times.
- Fleischman, Paul. *Bull Run*. New York: HarperCollins, 1995. This book is a series of narratives by fictional characters, eight from the South and eight from the North, as their paths converge at Bull Run at the beginning of the Civil War.
- Greenfield, Eloise. *Mary McLeod Bethune*. Illustrated by Jerry Pinkney. Tandem Library, 1994.
- Gregory, Kristiana. *The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart*. Dear America Series. New York: Scholastic, 1996. In this fictional diary, eleven-year-old Abigail gives an account of life in Valley Forge from December 1777 to July 1778 as General Washington prepares his troops to fight the British. (870L)
- Halasa, Malu; Schomburg Children's Collection. *Mary McLeod Bethune*. Chelsea House Publishers, 1989.
- Hansen, Joyce. *I Thought My Soul Would Rise and Fly: The Diary of Patsy, A Freed Girl*. Dear America Series. New York: Scholastic, 1997. This is the fictional diary of the freed slave Patsy, who records her journey from the confusing times at the end of the Civil War to the life she ultimately builds for herself as a teacher. (820L)

- Hesse, Karen. *A Light in the Storm: The Civil War Diary of Amelia Martin*. Dear America Series. New York: Scholastic, 1999. While working in her father's lighthouse in Delaware, fifteen-year-old Amelia records in her diary how the tensions between the North and the South are beginning to divide her community.
- Holt, Rackham. *Mary McLeod Bethune: A Biography*. Doubleday, 1964.
- Hoobler, Dorothy and Hoobler, Thomas. *The Sign Painter's Secret: The Story of a Revolutionary Girl*. Illustrated by Donna Ayers. Silver Burdett, 1991. ISBN 0-382-24143-6 This short and easy-to-read story is about a young girl who spies for the Rebels during the Revolutionary War. Although the absolute certainty of every character in the plot is unrealistic, there is a believable and informative sense of family life in occupied Philadelphia in 1777. (NA)
- Houston, Gloria. *Mountain Valor*. New York: Penguin Putnam, 1996. With much of her family fighting in the Civil War, Valor defends her family's name by joining the Confederate forces disguised as a boy.
- Johnson, Dolores. *Now Let Me Fly: The Story of a Slave Family*. New York: Simon & Schuster Children's, 1996. A young girl describes her life from the time she is kidnapped, chained, and sent to America to live as a slave in a strange world. (860L)
- Katz, William Loren. *The Westward Movement and Abolitionism 1815-1850* Steck-Vaughn, October 1, 1993. ISBN: 081142913X A multi-cultural history of the United States, from 1815 to 1850, focusing on the first wave of immigration and the abolitionist and feminist movements. (NA)
- Krull, Kathleen. *A Kids' Guide to America's Bill of Rights: Curfews, Censorship, and the 100-Pound Giant*. Harper Collins; 1st ed. 1999. A simplified way of learning about the Bill of Rights. (NA)
- Lerner, Gerda. *The Grimke' Sisters from South Carolina; Rebels Against Slavery*.
- Lickteig, Mary. *Amelia Bloomer: A Photo-Illustrated Biography*. Bridgestone Books, Inc. A brief biography of the temperance leader & women's rights advocate who spent her life trying to improve social conditions for women. (540L)
- McKissack, Pat; McKissack, Patricia C. *Mary McLeod Bethune: A Great American Educator*. Children's Press, 1985.
- McPherson, Stephanie. *Sisters Against Slavery: A Story about Sarah and Angelina Grimke'*; illustrated by Karen Ritz.
- Meltzer, Milton. Illustrated by Stephen Marchesi. *Mary McLeod Bethune: A Great American Educator*. Tandem Library, 1988.
- Montgomery, Mabel. *South Carolina's Wil Lou Gray: Pioneer in Adult Education, A Crusader, Modern Model*. Columbia, SC: Vogue Press, 1963.
- Paulsen, Gary. *Nightjohn*. Laurel-Leaf Books, 1993. Sarny is a slave who wants to read and write, and Nightjohn is a slave who returned from freedom in the North to educate his friends. (770L)
- Perry, Carolyn and Mary Louise Weeks, editors. *The History of Southern Women's Literature*. Baton Rouge: Louisiana State University Press, 2002.



- Poole, Bernice Anderson. *Mary McLeod Bethune: Educator*. Holloway House Publishing, 1994.
- Porter, Connie Rose. *Meet Addy: An American Girl*. American Girls Collection Series. Middleton, WI: Pleasant Company Publications, 1993. Addy gives the reader a glimpse into the harsh life of slavery on a Southern plantation and the struggles she and her mother face after they find freedom in Philadelphia.
- Ransom, Candice F. *The Promise Quilt*. New York: Walker, 1999. Five-year-old Addie's father dies in the Civil War, but with the help of her mother, Addie will fulfill the promise she made to her father to earn an education.
- Reeder, Carolyn. *Across the Lines*. New York: William Morrow, 1998. The Civil War and its issues are shown from the perspective of young Edward as he flees from the Yankees with his house servant, who is escaping from slavery.
- Rinaldi, Ann. *Amelia's War*. New York: Scholastic, 1999. Twelve-year-old Amelia finds a way to save her hometown after a Confederate general threatens to burn it down.
- Roberts Studios; Modjeska Simkins As a Young Woman, photograph.
- Robbins, Jhan, interviewer; Interview with Modjeska Simkins (cassette), produced by the Richland County Public Library.
- Seabrooke, Brenda. *The Chester Town Tea Party*. Tidewater Publishers: 1991. During the early revolutionary days, more towns than Boston held a Tea Party. (NA)
- Smith, George M. *A Chronological History of the Creation of the Wil Lou Gray Opportunity School*. South Carolina: s.n., 1999. Includes many personal letters and documents from Dr. Wil Lou Gray.
- Smith, George M. *The Opportunity Schools and the Founder Wil Lou Gray*. West Columbia, SC: Wil Lou Gray Opportunity School, 2000.
- Sterne, Emma Gelders. *Mary McLeod Bethune*. Knopf, 1962.
- Stolz, Mary. *A Ballad of the Civil War*. Trophy Chapter Book Series. New York: HarperCollins, 1998. Growing up on a Southern plantation, twin brothers differ on the issue of slavery and eventually find themselves on opposite sides of the Civil War.
- Turner, Ann Warren. *Katie's Trunk*. New York: Simon & Schuster Trade, 1997. The young daughter of a loyalist family details the events of the Revolutionary War, including the ransacking of her home by the "enemy." (AD660L)
- Willis, J. Truett. *The First Fifty Years of the South Carolina Opportunity School*. Athens, Georgia: University of Georgia, 1973.
- Wolfe, Renna. *Mary McLeod Bethune*. New York: F. Watts, 1992.

# Selected Internet Resources

The Selected Internet Resources can be used both by the instructor and by students. Supervision of student use of Web sites is recommended. Other site resources are available. The sites were active at time of publication.

Amazing Women in War and Peace

<http://userpages.aug.com/captbarb/femvets.html>

The Battle of Eutaw Springs

<http://www.myrevolutionarywar.com/battles/810908.htm>

Biography of Modjeska Simkins

<http://www.usca.edu/aasc/simkins.htm>

Cayce Historical Museum

<http://www.caycesc.net/museum.aspx>

Emily Geiger

<http://sciway3.net/clark/revolutionarywar/geigeroutline.html>

Emily Geiger

Grace and Rachel Martin

<http://sciway3.net/clark/revolutionarywar/martinwomen.html>

Kids Reference for the American Revolution

[http://www.kidinfo.com/American\\_History/American\\_Revolution.html](http://www.kidinfo.com/American_History/American_Revolution.html)

knowitall.org – ETV's website

<http://knowitall.org/index.cfm>

Mary Gordon Ellis, South Carolina State Museum site

<http://www.southcarolinastatemuseum.org/women/Ellis.html>

Mary Gordon Ellis, National Women's History Museum

[http://www.nwhm.org/online-exhibits/legislators/South\\_Carolina.html](http://www.nwhm.org/online-exhibits/legislators/South_Carolina.html)

Mary Gordon Ellis' South Carolina State House Portrait

<http://www.scstatehouse.gov/studentpage/explore/portraits/senate/MaryEllis.shtml>

Mary McLeod Bethune

[http://www.africawithin.com/bios/mary\\_bethune.htm](http://www.africawithin.com/bios/mary_bethune.htm)

Mary McLeod Bethune, Biography

<http://www.usca.edu/aasc/bethune.htm>

Mary McLeod Bethune, Florida History and Archives

[http://www.floridamemory.com/OnlineClassroom/MaryBethune/Bethune\\_bio3.cfm](http://www.floridamemory.com/OnlineClassroom/MaryBethune/Bethune_bio3.cfm)

Mary McLeod Bethune, National Park Service  
<http://www.nps.gov/mamc/>

Mary McLeod Bethune, Profiles in Caring  
<http://www.nahc.org/NAHC/Val/Columns/SC10-6.html>

Mary McLeod Bethune, Special Women in South Carolina History  
<http://www.usca.edu/aasc/bethune.htm>

Mary McLeod Bethune, Women in History  
<http://www.lkwdpl.org/WIHOHIO/beth-mar.htm>

Mary McLeod Bethune, Women of the Hall  
<http://www.greatwomen.org/women.php?action=viewone&id=18>

National Historic Registry  
<http://www.nps.gov/history/nr/travel/civilrights/sc3.htm>

Oral History Interview  
<http://docsouth.unc.edu/sohp/G-0056-2/menu.html>

Organization of American Historians  
<http://www.oah.org/pubs/magazine/women/hanson.htm>

Smithsonian – Brown vs. The Board of Education  
<http://americanhistory.si.edu/brown/history/4-five/detail/modjeska-simpkins.html>

South Carolina African American Calendar  
<http://www.scafricanamerican.com/honorees/view/1990/6/>

South Carolina Road Trip through Civil Rights History  
<http://www.knowitall.org/roadtrip/cr-flash/flash.cfm>

South Carolina's Information Highway, Important Events  
<http://www.sciway.net/hist/governors/richards.html>  
<http://www.sciway.net/hist/people/women.html>

The Southeastern Institute for Women in Politics  
[http://www.scelectswomen.com/resources/history\\_of\\_political\\_women\\_in\\_sc/](http://www.scelectswomen.com/resources/history_of_political_women_in_sc/)

University of South Carolina Library  
<http://www.sc.edu/library/scpc/simkins.html>  
<http://www.sc.edu/library/socar/uscs/1997/modjes97.html>

Dr. Wil Lou Gray, Columbia College Site  
<http://www.columbiacollegesc.edu/tour/gray.html>

Dr. Wil Lou Gray Research Site

**[http://willougrayresearch.com/2008.08.01\\_arch.html](http://willougrayresearch.com/2008.08.01_arch.html)**

Dr. Wil Lou Gray Research Site/Encyclopedia

**<http://willougrayresearch.com/sitebuildercontent/sitebuilderfiles/WilLouGraySCEncyclopedia.doc>**

Wil Lou Gray Opportunity School Tiger Battalion

**<http://www.wlgosstudents.com/>**

Women in the American Revolution

**[http://score.rims.k12.ca.us/score\\_lessons/women\\_american\\_revolution/](http://score.rims.k12.ca.us/score_lessons/women_american_revolution/)**

Women of the American Revolution

Elizabeth, Grace and Rachel Martin

**<http://www.americanrevolution.org/women24.html>**